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ABSTRACT

The Readiness Checklist is a 69-item instrument that provides a measure of the psychomotor development of children. It covers seven main areas: general health, movement patterns and muscular coordination, auditory skills, visual skills, speech and language, personal independence, and social adjustment. The checklist is designed to measure a child's level of physical maturity and can be used to collect data as a diagnostic tool to isolate deficient children for immediate remedial action. Collection of data through the checklist can result in the establishment of norms. A score sheet is attached to the checklist. (Author/VM)

READINESS CHECKLIST

Las Cruces Public Schools

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U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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DESCRIPTION

The Readiness Checklist is a sixty-nine item instrument that provides a measure of the psychomotor development of children. Its five pages cover seven main areas: General Health, Movement Patterns and Muscular Coordination, Auditory Skills, Visual Skills, Speech and Language, Personal Independence, and Social Adjustment.

Children in their early years, ages three to six, show a remarkable difference in physical maturity between peers of equal chronological age. Thus the decision to enter a child in pre-school, kindergarten or first grade must take into consideration his physical as well as mental maturity. The Readiness Checklist is a valuable method of measuring a child's level of physical maturity. Once a child is in a particular grade level, the Readiness Checklist will identify those pupils who will require special attention. Should a child show a behavioral pattern markedly deviating from his peers in the same age group, a visit to a psychiatrist, psychologist, optometrist or social worker, as appropriate, may be indicated.

ADMINISTRATION

This checklist may be used to collect data for all children as a diagnostic tool to isolate deficient children for immediate remedial action. The child should be referred to a specialist for further evaluation.

Data collection can result in norms. A Score Sheet is attached to each checklist. Copies of the Score Sheet should be sent to the National Consortia for Bilingual Education for national norming. Please label Score Sheet as to date the data was collected, age of child (years and months), project name, teacher, and school. It is not necessary for every child to participate; it is important, however, that the children participating be representative of the school population. For example, an entire class may use the checklist if the class is typical of the school or project.

Data on special students (underachievers, retarded, etc.) must be labeled descriptively and returned to the National Consortia for Bilingual Education under separate cover.

SCORING

There are sixty-nine items on this checklist. Each item is to be marked Below Average, Average, or Above Average. When the checklist has been completed, the number of checks in each column should be totaled. If, upon totaling the marks, there are more Below Average marks than Above Average marks, further evaluation is needed to determine the child's readiness. Note that the five areas mentioned in the Readiness Checklist are not equally weighted.

READINESS CHECKLIST

Child's name _____ Age (years and months) _____
 Teacher's name _____ Date _____
 School District _____ State _____

Was child referred to a specialist (if so, state type) _____.

Was it decided that the child was not ready to enter or continue a program that corresponded to his chronological age? _____ Yes _____ No

Check Below Average, Average, or Above Average for each item.

I. General Health

Below Avg.	Avg.	Above Avg.	
_____	_____	_____	1. Attendance
_____	_____	_____	2. Participates in work and play activities
_____	_____	_____	3. Completes tasks without undue fatigue
_____	_____	_____	4. Visual ability
_____	_____	_____	5. Hearing ability
_____	_____	_____	6. Activity
_____	_____	_____	7. History of serious physical illness

II. Movement Patterns and Muscular Coordination

A. Large muscles and balance--standing, walking, skipping

_____	_____	_____	8. Stands on one foot (10 seconds)
_____	_____	_____	9. Stands on each foot alternately, <u>with eyes closed</u>
_____	_____	_____	10. Walks on toes without touching heels
_____	_____	_____	11. Walks along a board 2" x 4" x 12'

Below Avg.	Avg.	Above Avg.
_____	_____	_____

12. Skips using feet alternately

B. Specific small movement patterns (visual-motor skills)

- | | | | |
|-------|-------|-------|--|
| _____ | _____ | _____ | 13. Neatly cuts out pictures with scissors, following straight lines, angles, and curves |
| _____ | _____ | _____ | 14. Manuscripts correctly his own name |
| _____ | _____ | _____ | 15. Ties a shoe lace in a loop bow |
| _____ | _____ | _____ | 16. Draws a house (with windows, door, and chimney, without copying) |
| _____ | _____ | _____ | 17. Fastens small buttons, press studs, hooks and eyes |
| _____ | _____ | _____ | 18. Copies a circle, square, triangle and divided rectangle |
| _____ | _____ | _____ | 19. Copies pattern designs |
| _____ | _____ | _____ | 20. Draws a person |
| _____ | _____ | _____ | 21. Handles a book without difficulty |
| _____ | _____ | _____ | 22. Handles tempera paints and brushes |
| _____ | _____ | _____ | 23. Uses clay, crayons, paints and blocks to express ideas |

C. Left to right orientation

- | | | | |
|-------|-------|-------|--|
| _____ | _____ | _____ | 24. Identifies left and right |
| _____ | _____ | _____ | 25. Observes pictures in a rightward progression |
| _____ | _____ | _____ | 26. In games uses left and right sides of body appropriately |

III. Auditory Skills

A. General auditory awareness

- | | | | |
|-------|-------|-------|---|
| _____ | _____ | _____ | 27. Auditory imagery |
| _____ | _____ | _____ | 28. Awareness of relationship of reading to listening |

Below Avg.	Avg.	Above Avg.
---------------	------	---------------

- | | | | |
|-------|-------|-------|---|
| _____ | _____ | _____ | 29. Can devise stories from familiar sounds presented in sequence |
| _____ | _____ | _____ | 30. Recognizes significance of sounds in his environment |

B. Specific aural skills related to reading

- | | | | |
|-------|-------|-------|---|
| _____ | _____ | _____ | 31. Recognizes that words are sounds put together |
|-------|-------|-------|---|

C. Can hear likenesses and differences in

- | | | | |
|-------|-------|-------|---|
| _____ | _____ | _____ | 32. Word beginnings |
| _____ | _____ | _____ | 33. Word endings |
| _____ | _____ | _____ | 34. Root words |
| _____ | _____ | _____ | 35. Can locate specific sounds in word patterns |
| _____ | _____ | _____ | 36. Can identify rhyming words |

D. General language listening skills

- | | | | |
|-------|-------|-------|--|
| _____ | _____ | _____ | 37. Can listen to a story for a specific purpose |
| _____ | _____ | _____ | 38. Can follow oral directions for a given task |

IV. Visual Skills

- | | | | |
|-------|-------|-------|--|
| _____ | _____ | _____ | 39. Sees likenesses and differences in geometric and word shapes |
| _____ | _____ | _____ | 40. Sees details in geometric and word shapes |
| _____ | _____ | _____ | 41. Assembles puzzle pictures accurately |
| _____ | _____ | _____ | 42. Can discriminate among the colors |
| _____ | _____ | _____ | 43. Can observe pictures and work on study pages in an orderly fashion (e.g., on independent work activities does not "jump about" in performance) |

V. Speech and Language

A. Speech

Below Avg.	Avg.	Above Avg.
---------------	------	---------------

_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

44. Articulation

45. Has a clear pattern in speech

46. Is free of difficulties such as stuttering, lisping, etc.

47. Vocal quality

B. Language

_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

48. English vocabulary (defines in terms of use, generally)

49. Can use sentences of average complexity and length

50. Uses simple quantitative and space concepts such as counting objects, recognizing middle, etc.

51. Can organize information into simple classifications (e.g., "Name all the animals you know")

Has ability to tell stories from pictures by:

_____	_____	_____
-------	-------	-------

52. Naming objects in the picture

_____	_____	_____
-------	-------	-------

53. Describing what is happening

_____	_____	_____
-------	-------	-------

54. Interpreting (using imagination, telling what will happen next, using inferences)

_____	_____	_____
-------	-------	-------

55. Contributes to chart stories

_____	_____	_____
-------	-------	-------

56. Can tell simple stories, repeat nursery rhymes, etc.

_____	_____	_____
-------	-------	-------

57. Is familiar with well-known children's stories such as Little Red Riding Hood, nursery rhymes, etc.

_____	_____	_____
-------	-------	-------

58. Participates in classroom conversations or discussions

VI. Personal Independence

Below Avg.	Avg.	Above Avg.
---------------	------	---------------

- | | | | |
|-------|-------|-------|---|
| _____ | _____ | _____ | 59. Can tell own full name and address |
| _____ | _____ | _____ | 60. Knows age and birthdate |
| _____ | _____ | _____ | 61. Knows names of parents and where they work |
| _____ | _____ | _____ | 62. Tidies work table |
| _____ | _____ | _____ | 63. Washes hands and takes care of personal needs |

VII. Social Adjustment

- | | | | |
|-------|-------|-------|--|
| _____ | _____ | _____ | 64. Takes turns when playing or working with other children |
| _____ | _____ | _____ | 65. Observes safety rules |
| _____ | _____ | _____ | 66. Takes care of personal belongings (toys, wraps, books, etc.) |
| _____ | _____ | _____ | 67. Enters into group-play with other children, with or without adult supervision |
| _____ | _____ | _____ | 68. Can work on simple tasks without adult supervision for periods of 10 to 15 minutes |
| _____ | _____ | _____ | 69. Demonstrates no fear of the school situation |

Readiness Checklist SCORE SHEET

Child's name _____ Age (years and months) _____

Teacher's name _____ Date _____

School District _____

City _____ State _____

Was child referred to a specialist (if so, state type) _____

Was it decided that the child was not ready to enter or continue a program that corresponded to his chronological age? _____ Yes _____ No

Check Below Average, Average, or Above Average for each item.

Below Avg.	Avg.	Above Avg.	Below Avg.	Avg.	Above Avg.	Below Avg.	Avg.	Above Avg.
_____	_____	_____	1	_____	_____	25	_____	49
_____	_____	_____	2	_____	_____	26	_____	50
_____	_____	_____	3	_____	_____	27	_____	51
_____	_____	_____	4	_____	_____	28	_____	52
_____	_____	_____	5	_____	_____	29	_____	53
_____	_____	_____	6	_____	_____	30	_____	54
_____	_____	_____	7	_____	_____	31	_____	55
_____	_____	_____	8	_____	_____	32	_____	56
_____	_____	_____	9	_____	_____	33	_____	57
_____	_____	_____	10	_____	_____	34	_____	58
_____	_____	_____	11	_____	_____	35	_____	59
_____	_____	_____	12	_____	_____	36	_____	60
_____	_____	_____	13	_____	_____	37	_____	61
_____	_____	_____	14	_____	_____	38	_____	62
_____	_____	_____	15	_____	_____	39	_____	63
_____	_____	_____	16	_____	_____	40	_____	64
_____	_____	_____	17	_____	_____	41	_____	65
_____	_____	_____	18	_____	_____	42	_____	66
_____	_____	_____	19	_____	_____	43	_____	67
_____	_____	_____	20	_____	_____	44	_____	68
_____	_____	_____	21	_____	_____	45	_____	69
_____	_____	_____	22	_____	_____	46		
_____	_____	_____	23	_____	_____	47		
_____	_____	_____	24	_____	_____	48		

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Send Score Sheets to: